

Windsor Elementary

9800 Dunbarton Drive
Columbia, SC 29223

Grades	PK-5 Elementary School	
Enrollment	861 Students	
Principal	Jane Fancher	803-736-8723
Superintendent	Stephen W. Hefner, Ed.D.	803-738-3236
Board Chair	William Flemming, Jr., DMD	803-736-0015

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	57	29	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	No

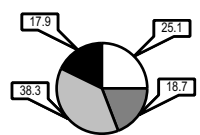
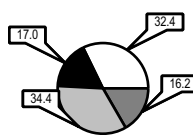
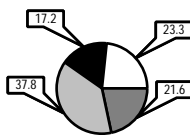
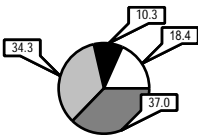
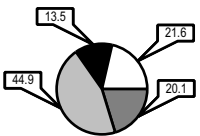
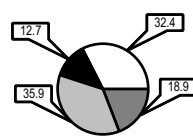
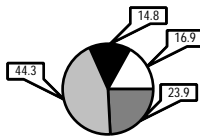
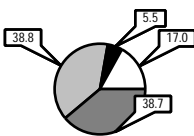
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	457	99.6	18.2	34.4	37.1	10.3	57.7	Yes	Yes
Gender									
Male	238	99.2	21.0	38.1	32.9	8.1	51.4		
Female	219	100.0	15.2	30.5	41.6	12.7	64.5		
Racial/Ethnic Group									
White	127	100.0	6.8	29.9	47.9	15.4	77.8	Yes	Yes
African American	248	99.6	22.0	41.4	31.3	5.3	47.1	Yes	Yes
Asian/Pacific Islander	47	100.0	10.8	10.8	51.4	27.0	81.1	I/S	Yes
Hispanic	35	97.1	46.2	26.9	19.2	7.7	26.9	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	429	99.5	15.2	35.4	38.6	10.8	60.4		
Disabled	28	100.0	61.5	19.2	15.4	3.8	19.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	457	99.6	18.2	34.4	37.1	10.3	57.7		
English Proficiency									
Limited English Proficient	50	100.0	42.4	15.2	30.3	12.1	42.4	I/S	Yes
Non-Limited English Proficient	407	99.5	16.0	36.1	37.7	10.2	59.1		
Socio-Economic Status									
Subsidized meals	219	100.0	28.7	38.3	29.8	3.2	39.9	Yes	Yes
Full-pay meals	237	99.6	9.1	31.1	43.4	16.4	73.1		

Mathematics – State Performance Objective = 36.7%									
All Students	456	100.0	23.3	37.8	21.6	17.2	50.6	Yes	Yes
Gender									
Male	237	100.0	23.8	37.6	22.4	16.2	51.4		
Female	219	100.0	22.8	38.1	20.8	18.3	49.7		
Racial/Ethnic Group									
White	127	100.0	8.5	29.9	30.8	30.8	71.8	Yes	Yes
African American	248	100.0	30.7	43.4	17.5	8.3	38.2	Yes	Yes
Asian/Pacific Islander	47	100.0	10.8	27.0	24.3	37.8	70.3	I/S	Yes
Hispanic	34	100.0	44.0	40.0	12.0	4.0	36.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	429	100.0	20.7	39.0	22.8	17.5	52.6		
Disabled	27	100.0	64.0	20.0	4.0	12.0	20.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	456	100.0	23.3	37.8	21.6	17.2	50.6		
English Proficiency									
Limited English Proficient	49	100.0	37.5	28.1	9.4	25.0	46.9	I/S	Yes
Non-Limited English Proficient	407	100.0	22.1	38.7	22.7	16.5	50.9		
Socio-Economic Status									
Subsidized meals	218	100.0	34.2	40.6	18.2	7.0	35.3	No	Yes
Full-pay meals	237	100.0	14.1	35.5	24.5	25.9	63.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	456	99.8	32.4	34.4	16.2	17.0	33.2
Gender							
Male	237	99.6	36.2	31.0	17.1	15.7	32.9
Female	219	100.0	28.4	38.1	15.2	18.3	33.5
Racial/Ethnic Group							
White	127	100.0	11.1	32.5	25.6	30.8	56.4
African American	248	100.0	43.4	36.0	12.7	7.9	20.6
Asian/Pacific Islander	47	100.0	16.2	35.1	16.2	32.4	48.6
Hispanic	34	97.1	56.0	28.0	4.0	12.0	16.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	429	99.8	30.4	35.6	16.5	17.5	34.0
Disabled	27	100.0	64.0	16.0	12.0	8.0	20.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	456	99.8	32.4	34.4	16.2	17.0	33.2
English Proficiency							
Limited English Proficient	49	100.0	43.8	21.9	9.4	25.0	34.4
Non-Limited English Proficient	407	99.8	31.5	35.5	16.8	16.3	33.1
Socio-Economic Status							
Subsidized meals	218	100.0	49.7	32.6	12.3	5.3	17.6
Full-pay meals	237	100.0	17.7	35.9	19.5	26.8	46.4

Social Studies							
All Students	456	99.8	25.1	38.3	18.7	17.9	36.6
Gender							
Male	237	99.6	29.5	33.3	20.5	16.7	37.1
Female	219	100.0	20.3	43.7	16.8	19.3	36.0
Racial/Ethnic Group							
White	127	100.0	11.1	31.6	28.2	29.1	57.3
African American	248	100.0	34.2	41.2	13.6	11.0	24.6
Asian/Pacific Islander	47	100.0	8.1	37.8	16.2	37.8	54.1
Hispanic	34	97.1	32.0	44.0	24.0	0.0	24.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	429	99.8	23.6	39.3	18.8	18.3	37.2
Disabled	27	100.0	48.0	24.0	16.0	12.0	28.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	456	99.8	25.1	38.3	18.7	17.9	36.6
English Proficiency							
Limited English Proficient	49	100.0	25.0	46.9	3.1	25.0	28.1
Non-Limited English Proficient	407	99.8	25.1	37.6	20.0	17.3	37.3
Socio-Economic Status							
Subsidized meals	218	100.0	36.4	42.8	14.4	6.4	20.9
Full-pay meals	237	100.0	15.5	34.5	22.3	27.7	50.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	137	100.0	14.3	24.1	40.6	21.1	61.7
	4	141	98.6	19.9	37.5	39.0	3.7	42.6
	5	140	100.0	20.6	41.9	34.6	2.9	37.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	164	99.4	12.0	26.8	43.0	18.3	61.3
	4	147	100.0	23.3	35.3	33.8	7.5	41.4
	5	146	99.3	19.7	41.7	34.1	4.5	38.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	137	100.0	19.5	45.1	20.3	15.0	35.3
	4	141	99.3	29.7	37.0	20.3	13.0	33.3
	5	140	100.0	25.0	40.4	16.9	17.6	34.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	164	100.0	21.7	42.7	21.0	14.7	35.7
	4	147	100.0	25.6	32.3	28.6	13.5	42.1
	5	145	100.0	22.9	38.2	15.3	23.7	38.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	164	100.0	30.1	37.8	23.1	9.1	32.2
	4	147	100.0	38.3	33.8	12.8	15.0	27.8
	5	145	99.3	29.0	31.3	12.2	27.5	39.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	164	100.0	19.6	36.4	21.0	23.1	44.1
	4	147	100.0	27.8	40.6	18.8	12.8	31.6
	5	145	99.3	28.2	38.2	16.0	17.6	33.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 861)				
First graders who attended full-day kindergarten	70.6%	Down from 84.5%	100.0%	100.0%
Retention rate	1.6%	Up from 1.3%	2.5%	3.0%
Attendance rate	96.5%	Up from 96.4%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.7%	Up from 0.5%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.2%	Up from 0.0%	2.9%	3.2%
Eligible for gifted and talented	24.2%	Down from 24.3%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.0%	Up from 4.2%	7.9%	8.2%
Older than usual for grade	0.1%	Down from 0.5%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 63)				
Teachers with advanced degrees	57.1%	Down from 59.3%	53.8%	52.6%
Continuing contract teachers	87.3%	Up from 86.4%	84.6%	83.3%
Highly qualified teachers	91.5%	Up from 90.7%	93.0%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	86.2%	Down from 89.0%	89.0%	87.0%
Teacher attendance rate	94.4%	Up from 94.0%	94.9%	95.0%
Average teacher salary	\$41,864	Up 1.4%	\$42,453	\$41,703
Prof. development days/teacher	14.0 days	Up from 11.9 days	12.7 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 18.5 to 1	19.2 to 1	18.8 to 1
Prime instructional time	89.3%	No change	90.0%	89.8%
Dollars spent per pupil*	\$6,335	Up 16.1%	\$5,947	\$6,242
Percent of expenditures for teacher salaries*	71.7%	Down from 73.2%	67.4%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.9%		89.4%	
Highly qualified teachers in high poverty schools	93.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Windsor Elementary School, a nationally recognized Blue Ribbon School of Excellence, a School of Promise, and a South Carolina Red Carpet School, has experienced another successful year. Our success is a result of a commitment to student achievement. Working together, the Windsor faculty and staff, parents, community, and students continue to provide a safe, supportive, and positive environment that empowers all students to learn through developmentally appropriate, active learning experiences.

Windsor's continuing professional development partnership with Columbia College encourages the infusion of best practices in the mastery of curriculum standards, continuous self-evaluation, and opportunities for professional growth. With two computer labs, three mobile wireless labs, and two ITech "classrooms of the future," we continue to focus on completely integrating technology as a tool for increasing student successes in reading, math, science, and social studies.

Excellence begins in the classroom, and our teachers are prepared and focused. Ten of our teachers are National Board Certified and seven are currently awaiting their results. Our students continue to excel in Math Fax earning recognition at division and state levels; two students placed 2nd and 3rd in the Igniting Creative Energy Challenge statewide competition; and forty students received the Presidential Academic Excellence Award. With students and staff working together, Windsor was again recognized the number one Elementary Recycling School in Columbia, and second grade teacher, Judy Rogers, was named South Carolina Conservation Teacher of The Year.

With focus groups targeting instruction, Windsor was one of two schools in Richland Two to show growth at all grade levels (2-5) in both reading and math on the Spring MAP tests. To better meet the needs of our youngest students, our Child Development program is now full day.

With the knowledge that our parents want the best for their children, we assure an education that is truly a partnership between school, community, and home. We strive to continually strengthen this partnership while providing academic excellence through quality teaching and learning in every classroom.

Jane Fancher, Principal
Wendell Price, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	61	140	86
Percent satisfied with learning environment	85.2%	93.5%	88.4%
Percent satisfied with social and physical environment	88.5%	89.3%	84.7%
Percent satisfied with school-home relations	88.5%	95.7%	75.6%

*Only students at the highest elementary school grade level at this school and their parents were included.